

OUR EDUCATIONAL PROSPECTS.

BY GOV. L. BRADFORD PRINCE.

In no respect are the prospects of New Mexico so evidently brightening as in that of education. For years this has been a subject of sorrow to us at home and of shame abroad. Whenever our territory has been under discussion in congress or in the eastern press, the fact that our ratio of illiteracy was the highest in the land has been recalled to our disadvantage. Those of us who have been called upon to fight the battles of New Mexico and to sustain its honor in the east, have felt this most keenly.

Yet the fact was not the fault of our people, but of the circumstances in which they have been placed. None regretted it more than they, and none have been more anxious for the dawn of better things.

To-day we all rejoice that the day of darkness has passed and that a new era has opened.

The census reports just received are most encouraging. They show that the 4,755 children enrolled in the public schools in 1890 have increased in the succeeding ten years to 15,215, and that while the gain in our population has been but 25 per cent., the gain in the enrollment has been 285 per cent., or ten times as great. This it must be recollected, has resulted without the aid of any of the recent educational legislation.

That legislation of itself is of rare excellence and cannot but produce results of the utmost importance.

Two years ago three great territorial institutions were established, the university at Albuquerque, the agricultural college at Las Cruces and the school of



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mines at Socorro; the first intended to provide for higher education of a general character, and the others to give special instruction in those branches of learning most important to our people. Through the large benefactions of the general government the agricultural college has been enabled to enter upon its active career of usefulness much earlier than could have been hoped; and the buildings of both the other institutions are in course of construction.

The more important subject of the universal education of the people, through a comprehensive system of public schools, not only received careful consideration, but was legislated upon in a most satisfactory manner during the recent session. The laws then passed are intended to place within the reach of every child that necessary amount of knowledge which will enable him to compete on fair terms with his brethren of other states in the struggle of life. This is just and right, and was due to all our sons and daughters. As I remarked in my message to the legislature: "The boy or girl sent out into the world in these days without education is like a mechanic without tools, or a laborer without hands. He has no fair chance in the battle of existence; he is doomed to disaster and defeat before he enters the conflict; he is sentenced in advance to be a hewer of wood and drawer of water for his educated neighbor all his days. Without the means to rise, his lot is that of toil or of degradation to his life's end. No parent has a right to destroy the prospects of his children in this way; no community does its duty which does not provide that every boy and girl shall have the education necessary to a successful life."

If you fail to establish a complete system at this legislative session, the two years before another opportunity occurs, will carry many a boy and girl beyond the age when it will be available, and they will be launched upon the sea of life, not only at a constant disadvantage in every business, but subject to the deception and the shame which ignorance everywhere entails.

Such failure would be more even than a crime against the young lives so wronged and sacrificed; it is a crime against the whole community. In a republic, where government is "of the people and by the people," there can be no security for society at large, unless the whole body of citizens have a sufficient education to enable them to exercise the right of suffrage with intelligence. The stream can rise no higher than its source. In a free government the people are the source of power; if they are ignorant and uneducated they easily become the prey of designing men and the dupes of demagogues. There is no safety in a republic but in the universal education of the people.

Surely we may rejoice that such words are no longer needed; the work is accomplished, and all that was sought for, secured. The system inaugurated by the late legislature will reach to every precinct, and give equal opportunity for instruction to every child. Another year will see our enrollment increased three-fold, and such a thing as illiteracy among the rising generation will soon be entirely unknown.

A PRACTICAL EDUCATION.

Advantages Offered By the College of Agriculture and the Mechanic Arts of New Mexico.

When the legislature of New Mexico in 1890 passed what is known as the "omnibus bill," locating several territorial institutions, scattering them broadcast, as it were, over the territory, giving each section a sop, they builded better than they knew. They provided for a University, a School of Mines and College of Agriculture and Mechanic Arts. As the legislature of 1890 left the subject, the educational system of New Mexico presented a most grotesque appearance. It was decidedly top-heavy. The various institutions of higher education had been called into being and grafted upon the dwarfed body of a wholly inadequate common school system. However, before but one of the institutions then created opened its doors to the children of the territory, the legislature of 1891 enacted a common school law which makes, with the institutions created before, a symmetrical whole; and to-day New Mexico has a school system adequate to the education of the youth of the territory and which places us in the advanced line of progress in the matter of educational facilities.

This matter of more than ordinary importance. A want of these facilities has retarded our growth and prosperity, and has deterred many who would have made desirable citizens from taking up their residence here. Now that this obstacle has been removed, no head of a family need hesitate to locate in New Mexico for fear of depriving his children of educational advantages. This change has been too recent to have made any impression, but in years to come we may look for marked results in a rapid increase in intelligence and a consequent decrease in the per centage of illiteracy, which has been and is our shame, and which has heretofore barred the door to our entrance into the Union as a state.

THE AGRICULTURAL COLLEGE.

The first territorial institution of higher education to commence active operations was the College of Agriculture and Mechanic Arts. This institution is located at Las Cruces, in Dona Ana county, in the far-famed Mesilla valley. Its location was made conditional upon a gift of a suitable site of not less than one hundred acres. The enterprising citizens of the valley made the gift two hundred acres. This land is used not only for the location of the college, but for the U. S. Agricultural Experiment Station, which is established by the Hatch bill in connection with agricultural colleges and to maintain which the general government makes an annual appropriation of \$15,000. The land donated to the agricultural college of New Mexico and accepted as its site is located amidst the farms, orchards and vineyards about two miles south of Las Cruces and adjoins the Mesilla Park tract, and is reached in a short distance from Mesilla station on the A. T. & S. F. R. R. This body of land consists principally of rich bottom land which is under ditch and a gently rising mesa upon which the buildings will be placed overlooking the valley.

The agricultural college and the experiment station are under the control of a board of five regents, appointed by the governor, and the governor and superintendent of public instruction are members ex-officio. The following gentlemen compose the board:

L. Bradford Prince, governor, ex-officio.

Amado Chaves, superintendent of public instruction, ex-officio.

Robert Black, Silver City; term expires 1891.

Jayne A. Whitmore, San Marcial; term expires 1892.

Numa Raymond, Las Cruces; term expires 1893.

William L. Ryerson, Las Cruces; term expires 1894.

John R. McFie, Las Cruces; term expires 1895.

The officers of the board are Judge John R. McFie, President and Col. W. L. Ryerson, Secretary and Treasurer.

No change has yet been made in the personnel of the board, Judge J. R. McFie, the only member whose term has expired, having been reappointed.

The board upon its organization took immediate steps for putting the college in active operation, feeling that only by so doing could they discharge duties devolving upon them. As a result the college was formally opened in leased building, January 21, 1890, a little over two months after the board held its first meeting. Hiram Hadley, A. M., an experienced educator, was chosen president of the faculty and J. P. Owen, principal of the preparatory department, which it was found necessary to establish and which will be maintained until such time as the common schools, under the new law, have reached such a standard of excellence that they can fit pupils for the college proper.

The board then made arrangements for the erection of a suitable building upon the college farm. On September 9, 1890, the corner stone of the building, a cut of which appears in this issue, was laid with appropriate ceremonies, and in February, 1891, the building was occupied for school purposes. This building, as shown in the cut, is two stories high with the basement, which is surrounded by a broad area, making it possible to utilize the whole building. The building is conveniently arranged with school rooms, recitation rooms, offices, library and reading room, and in the second story is a fine auditorium which in honor of the first president of the board has been named McFie Hall. In the basement is located the chemical laboratory and entomological depart-

ment; and here also will be temporarily located the mechanical department until such time as a suitable building can be provided. The passage of the Morrill bill by congress has enabled the board of regents to offer much greater advantages than would have been possible depending upon the territorial appropriation alone. This bill gives to each college \$10,000 the first year and an additional \$1,000 each subsequent year until a maximum of \$25,000 is reached, and then becomes a permanent annual appropriation at that figure. This is for the college proper and can be used for paying teachers' salaries and furnishing educational facilities. This generous appropriation has enabled the board of regents to fill the various chairs with men of talent in their several departments, so that to-day its faculty, if not as large as some, takes high rank for ability and scholarship. The faculty at present consists of:

HIRAM HADLEY, A. M. President, Professor of Mathematics.

AINSWORTH E. BLOUNT, A. M., Professor of Horticulture and Agriculture.

ELMER O. WOOTON, B. S., Professor of Chemistry and Botany.

PHOEBE E. HAINES, M. S., Teacher of Drawing.

COSETTE RYNERSON, Teacher of Instrumental Music.

JOHN P. OWEN, Principal of Preparatory School, and Teacher of Civics.

CLARENCE T. HAGERTY, R. S., Associate Professor of Mathematics.

C. H. TYLER TOWNSEND, Professor of Entomology and Physiology.

A. J. WIECHART, M. E., Professor of Mechanical Engineering.

J. A. LOWE, Professor of Modern and Ancient Languages and Instructor in Telegraphy.

Many of the professors have had years of experience and all are ripe scholars in their several departments. Other chairs will be established and filled as they are needed by the pupils. It is probable that at the opening of school in September the number of students will reach, if not exceed, the minimum necessary to secure the detailing of a military officer by the war department as instructor in military tactics.

Information in relation to the courses of instruction in this institution will be found in the able article on Agricultural Colleges from the pen of President Hadley in this issue.

THE EXPERIMENT STATION.

The college farm is under the personal supervision of Prof. A. E. Blount, who for twelve years filled the chair of agriculture in the agricultural college of Colorado, and has no superior in the west in his department. Under his direction the portion of the farm under ditch is being prepared for experiments in horticulture and agriculture. Through the farm from east to west runs an avenue leading from Mesilla Park up to the college building. This avenue will be lined with trees. Already a great variety of fruit trees have been set out of which the greatest care will be taken and accurate records of the results will be kept. To insure against the failure of water supply from the ditch, the board of regents has let a contract for a gang of six wells from which the water will be pumped into a reservoir. Water will also be forced into a reservoir on the Mesa for the purpose of irrigating the crops surrounding the college buildings. The pump used for this purpose will be the Pulsometer, which is being so satisfactorily used for irrigation purposes. Here on the farm the students will receive practical instruction in horticulture and agriculture; and here worthy industrious young men working to secure an education will be given the opportunity to work and receive compensation to aid them in their laudable ambition.

LIBRARY AND READING ROOM.

Not a least among the advantages afforded students in quest of a broad mental culture is the library and reading room. The library already consists of upwards of one thousand volumes and is being constantly increased by judicious purchases of standard works in all departments of literature, beside the reading room is supplied with all the standard periodicals, enabling those who wisely use its privileges to keep pace with the current thought in science, literature and art. These are open to students and the faculty will endeavor to guide them in the correct and profitable use of these advantages.

BOARDING.

On this subject the recently issued catalogue says: "As yet, the college can do nothing at furnishing board. Students and teachers have heretofore found board in private families at reasonable rates, and it is hoped and believed that they will continue to find ample accommodations of this kind. It is the universal testimony of educators that homes in private families are the very best for students. Some take rooms and board themselves at reduced cost. This often works very satisfactorily."

"During the past year the price of board with room has been from \$10 to \$20 per month. Occasionally, where one person required a room alone, it has been \$25 per month. Where students propose to furnish their own rooms they should provide for this before leaving home. The freight on such articles as may be needed and can generally be spared from home is very light. To either buy or rent is not economical."

"Within reach of the college building, are houses for rent at reasonable prices. Some families have resided in these during the school year on purpose to give their children an opportunity to attend college. Where prac-

ticable, this plan is recommended. Perhaps, no other way is so satisfactory."

CALENDAR FOR 1891-92. Examination of new students for the purpose of classification will be held on Friday, September 4, at 9 a. m. All applicants for admission, and all former students who were not present at the regular term examination, and those who failed to make the grade and now desire to make another effort, should present themselves promptly at 9 a. m.

Autumn term opens Monday, September 7, 1891.

Autumn term closes Friday, November 27, 1891.

Winter term opens Monday, November 30, 1891.

Winter term closes Friday, February 26, 1892.

Holiday vacation from Thursday, December 24, to Monday, January 4.

Spring vacation from Friday, February 26, to March 7, 1892.

Summer term opens Monday, March 7, 1892.

Summer term closes Friday, May 27, 1892.

All legal holidays will be observed.

It will be seen that the school year consists of thirty-six weeks, exclusive of vacations, divided into three terms of twelve weeks each.

Full information and copy of catalogue for 1891-92 will be furnished on application to Hiram Hadley, president of the faculty, or Col. W. L. Ryerson, secretary and treasurer, Las Cruces, N. M.

PHYSICAL EXERCISE.

The Value of a Thoroughly Trained Muscular System.

A good set of muscles is one of the most excellent qualifications which a young man can possess. There is no position in life for which they unfit him, and there is none which they will not enable him to fill to better advantage than he otherwise could do. There are a thousand and one emergencies in life in which strong, vigorous and well-trained muscles are of enormous service, and in which their use may be of incalculable value.

Physical exercise gives better command of the whole body; and when properly conducted, trains both sides of the body alike, and so almost doubles the efficiency of the muscles. A man who has been trained in the ordinary way, really uses his left side but very little. Everything requiring skill, strength or dexterity must be done with the right hand. Even the right limb usually has enough more training to make it a little larger than the left. The extra amount of work done by the right side of the body results in increasing the strength of the muscles of this side, and in deformity of the spine, which is made to curve toward the left side, causing the right shoulder to drop a little. There is probably not more than one person in four who does not have this deformity.

With proper physical training both sides of the body will be equally developed and should be equally useful. A man who is ambidextrous, or able to use both hands equally well, will not only be able to do more work in a day or in a year than a man who can employ but one hand, but in the case of the loss of one hand he does not meet with so utter and complete a loss as the man who loses his one trained hand.

Even the brain and nerves share in the benefits derived from muscular training. When a muscle contracts it is in obedience to the impulses originated in the brain, sent to the muscles along a nerve trunk. Hence, muscular exercise also implies exercise of the brain and nerves. The same law which produces muscular growth as the result of exercise, applies also to the exercise of the brain and nerves. Hence, muscular exercise, instead of detracting from mental development, as might be supposed, actually encourages the development of the brain and increases its capacity for action. This is undoubtedly the reason why muscular exercise has so marked an effect in steadying the nerves, giving to one self-command, mental equipoise and readiness. Nothing so well prepares one for readiness of action in emergencies as thorough training of the muscles. — Man, the Masterpiece.

Small Feet and Hands New Things.

An interesting fact was brought out at the historical exhibition in Paris, where specimens of gloves were seen dating back to those of the Grecian empire. The sizes of those gloves were proof indisputable that among the belles of ancient days, and even those of the middle ages, the tiny hands so common among the women of to-day were entirely unknown. A visit to the Hohenzollern museum will convince any one that the small foot was equally rare in earlier times, and that, judging from their slippers, the feet of the famous Prussian queens and princesses would do credit to a dandy in the grenadier guards. Only the beautiful Queen Louise possessed delicate and pretty feet, the satin shoe belonging to her lamented and revered majesty seeming like those of a child beside the square-toed No. 6 slippers of the Empress Augusta and the No. 5 wedding slippers belonging to the ex-Empress Frederick. — Chicago Tribune.

Not "Up" on Shakespeare.

A well dressed lady entered a western book store and inquired: "Have you Shakespeare's 'Hiawatha'?" The salesman, astonished, hesitated, and then replied that they had Longfellow's "Hiawatha," and that he was not acquainted with a work with that title written by Shakespeare. The lady, seeing that she had made a mistake, but wishing to conceal it, asked, somewhat petulantly: "Do you not keep Shakespeare's complete works in stock?" Two editions were shown her; she looked through both, but of course failed to find "Hiawatha." Noting the fact that one was printed in somewhat more solid type than the other, she said to the salesman: "Well, I shall not take either edition this morning, but will be back this afternoon to take one; and I am undecided now whether to take the one in poetry or the one in prose." — Publisher's Weekly.

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